DOCUMENT RESUME

HE 036 236

ED 481 450

TITLE	Achieving an Inclusive Graduate Community. Inclusiveness Series.
INSTITUTION	Council of Graduate Schools, Washington, DC.
REPORT NO	Vol-1
ISBN	ISBN-0-9702680-2-5
PUB DATE	2003-00-00
NOTE	43p.; For volumes 2 and 3, see HE 036 237-238.
AVAILABLE FROM	Council of Graduate Schools, Department 0637, Washington, DC 20073-0637 (members: $15 for three-volume set; nonmembers, $25). Tel: 202-223-3791; Fax: 202-331-7157; Web site: http://www.cgsnet.org.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Diversity (Faculty); *Diversity (Institutional); Diversity (Student); Financial Support; Graduate Students; *Graduate Study; *Inclusive Schools; Multicultural Education

ABSTRACT

Since 1994, the Council of Graduate Schools has awarded the Peterson's Award for Innovation in Promoting an Inclusive Graduate Community to one graduate school each year for the leadership it has taken in modeling practices and programs for the graduate community as a whole. This volume is the first in a series that tries to bring the voices of those who have been doing the day-to-day work of promoting inclusiveness to a broader audience. This first volume discusses the rationale for inclusiveness and some of its benefits and challenges, drawing on the experiences of award winners. Challenges identified are: (1) lack of understanding among the majority population of the benefits of inclusiveness; (2) faculty who have not "bought in" to the benefits of inclusiveness; (3) lack of funding; (4) concerns about the methods of selection; (5) complaints about a lack of a qualified pool of students; (6) lack of an opportunity to attract students because of the geographical undesirability of a campus; and (7) lack of a diverse faculty. Three appendixes list contributors and programs and present the submission of the 2002 Peterson's winner, the University of Maryland, Baltimore County. (SLD)

ED 481 450

Achieving an Inclusive Graduate Community

Inclusiveness Series
Volume 1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
N. Gaffney
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Council of Graduate Schools

BEST COPY AVAILABLE

1160360236

Achieving an Inclusive Graduate Community

COUNCIL OF GRADUATE SCHOOLS

COPYRIGHT © 2003 Council of Graduate Schools, Washington, D.C.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the prior written permission of the Council of Graduate Schools.

ISBN 0-9702680-2-5

Printed in Canada

10 9 8 7 6 5 4 3 2 1 05 04 03

TABLE OF CONTENTS

Foreword v

Introduction 1
The CGS Inclusiveness Project Advisory Committee 1

The CGS/Peterson's Award 3
Sidebar: CGS/Peterson's Award Winners 3

What Is Inclusiveness . . . and Diversity? 5

The Numbers Argument 7
Sidebar: A Perspective on Inclusiveness at Historically Black Colleges and Universities (HBCU) by Kweku Bentil, Dean, Graduate School, Indiana State University 10

Why Graduate Deans Care About Inclusiveness 9
Sidebar: Another View of an HBCU by Orlando Taylor, Dean of Graduate Studies, Howard University 14

Why Does Inclusiveness Matter? 13
Stimulating Academic Environment 14
Globalization 15
Curriculum Changes 16
Impact on Research 18
Agenda-Setting for the Future—Starting with Faculty Appointments 18
Inclusiveness Is Democracy in Action 19

Summary: Benefits and Challenges of Inclusiveness 20

Inclusiveness—A Checklist 23

Appendixes
Appendix 1: Additional Contributors 24
Works Cited 24
Appendix 2: Selected Inclusiveness Programs 25
Appendix 3: Submission of the 2002 CGS/Peterson's Award Winner 27

FOREWORD

The Council of Graduate Schools (CGS) is deeply committed to the belief that inclusiveness serves the best interests of higher education and the nation at large. An inclusive graduate community is one that seeks talented students from groups historically underrepresented in graduate education, encourages them to pursue advanced degrees, and provides them with an enriched graduate experience that fosters success.

Since 1994, the coveted CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community has annually recognized one graduate school for the leadership it has taken in modeling practices and programs for the graduate community as a whole. The winners have all implemented innovative reforms in university policies, practices, and procedures aimed to promote inclusiveness. But inclusiveness is not just about winning awards. It's about the hard, day-to-day work of creating an environment that attracts and retains the best and the brightest from historically underrepresented groups and prepares them for work in an increasingly complex world. This book is one of a series of three books that attempts to bring the voices of those who have been doing that "hard, day-to-day work" to a broader audience of Graduate Deans, other academic leaders, and faculty.

The idea of capturing these voices of the winners and "workers" in a new series entitled *Inclusiveness* was born at a meeting of the Council of Graduate Schools Advisory Committee on Minorities in Graduate Education in April 2002. The committee had three major goals in mind: to renew and reinvigorate the discussion about inclusiveness in graduate

education on campuses across the country; to share some ideas that may work at CGS member institutions; and to open up the dialogue for future contributions to this series.

For the purpose of advancing the discussion about inclusiveness, this series provides the vehicle for a plurality of voices. The CGS/Peterson's award-winners represented here, as well as some of the many other institutions committed to the cause of an inclusive graduate community, describe the practices that they have found to be most effective for their particular academic environments. As in any conversation, some may not agree with all of the viewpoints expressed in these books, the views of some may contradict those held by others, and not all of the practices described here will be suitable for every campus and every situation. However, we have decided to represent all of these voices because we believe that the understanding about how to achieve an inclusive graduate community is enriched by a conversation that accommodates a wide array of perspectives and participants. In the spirit of opening up this conversation to all stakeholders, CGS presents these publications of the Inclusiveness Project.

This series is a direct result of the leadership and planning of the Inclusiveness Project Advisory Committee, composed of the CGS Advisory Committee on Minorities in Graduate Education and some of the deans who have been CGS/Peterson's award winners. I would like to thank Cristina González, Chair of the Inclusiveness Project Advisory Committee, for all her hard work and insight, along with the other members of this committee. Of special note is our thanks to Peterson's, part of The Thomson Corporation, for its consistent and generous support of this cause.

Debra W. Stewart
President
Council of Graduate Schools

INTRODUCTION

"One of the four core elements of the CGS strategic plan is to advance inclusiveness in graduate education. It's central to our mission, and it has to be central to the fundamental mission of deans."

Debra W. Stewart, President, CGS

The Council of Graduate Schools Advisory Committee on Minorities in Graduate Education decided in its April 2002 meeting to launch a new series of booklets promoting inclusiveness in graduate education. The topic, last addressed in depth in booklets produced by CGS in the early 1990s, has been updated regularly with papers and presentations at conferences. However, in light of changing demographics, it is time for a summary review. All committee members feel that while some progress has been made, more needs to be done to promote inclusiveness.

THE CGS INCLUSIVENESS PROJECT ADVISORY COMMITTEE

The CGS Advisory Committee on Minorities in Graduate Education serves as a forum where strategies to enhance diversity, opportunity, and inclusiveness are discussed. This year, the committee took on the inclusiveness project and expanded participants to include members from the CGS/Peterson's award-winning institutions. The members of this Inclusiveness Project Advisory Committee are as follows:

- Cristina González
  Chair, Inclusiveness Project Advisory Committee, former Dean of the Graduate School and current Senior Advisor to the Chancellor, University of California, Davis
- Kweku Bentil
  Dean, School of Graduate Studies, Indiana State University

- F. Douglas Boudinot
  Dean, Virginia Commonwealth University, formerly Associate Dean, Graduate Studies, University of Georgia
- Al Carlozzi
  Associate Dean, Graduate College, Oklahoma State University
- L. Antonio Estevez
  Associate Dean, Academic Affairs and Director Graduate Studies, University of Puerto Rico, Mayagüez
- Roosevelt Y. Johnson
  Program Director, Alliances for Graduate Education and the Professoriate, National Science Foundation
- John A. Koropchak
  Vice Chancellor for Research and Graduate Dean, Southern Illinois University Carbondale
- Lawrence B. Martin
  Dean, Graduate School, Stony Brook University
- Claudia Mitchell-Kernan
  Vice Chancellor, Graduate Studies and Dean, Graduate Division–University of California, Los Angeles
- LaDelle Olion
  Dean, Graduate Studies and Continuing Education, Fayetteville State University
- Suzanne Ortega
  Vice Provost, Graduate School, University of Missouri–Columbia
- Gail Smith
  Acting Assistant Provost, The Graduate School and University Center, the City University of New York
- Frank Talamantes
  Vice Provost and Dean, Graduate Studies, University of California, Santa Cruz
- Vivian Vidoli
  Dean, Division of Graduate Studies, California State University –Fresno
- Debra W. Stewart
  President, Council of Graduate Schools
- Carol B. Lynch
  Vice Chancellor for Research and Dean of the Graduate School, University of Colorado–Boulder, CGS/NSF Dean in Residence 2001

CGS would like to thank these members for their contributions to this project.

THE CGS/PETERSON'S AWARD

Since 1994, CGS, with the support of Peterson's, has provided an award for innovation in the recruitment and retention of minority students. Each year, between 15 and 20 institutions submit proposals detailing their plans for inclusiveness. A selection committee has the difficult task of reviewing these submissions and selecting a winner. The CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community carries a two-year grant of $10,000 that must be matched by the winning institution. Many

CGS/PETERSON'S AWARD WINNERS

CGS and Peterson's have been recognizing innovations in inclusiveness in graduate education on a formal basis since 1994. A list of award winners includes:

1994 California State University–Fresno
1995 City University of New York (CUNY)–Graduate School
1996 Southern Illinois University Carbondale (SIUC)
1997 Oklahoma State University (OSU)
1998 (No winning submission)
1999 Stony Brook University
2000 University of Georgia
2001 University of Missouri–Columbia
2002 University of Maryland–Baltimore County (UMBC)

The University of Maryland, Baltimore County is the 2002 winner of the CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community. UMBC's winning submission focuses on mentoring. The plan builds on groundwork already laid at the university through a campus-wide dialogue on mentoring begun last year. Using internal speakers and input from graduate program directors, UMBC began to identify mentoring needs, especially among the underrepresented student population. This year, this effort has been expanded to include input from students, department chairs, faculty, and administration in subsequent discussions. A key component along the way has been using research techniques to identify best practices. The CGS/Peterson's award will enable UMBC to continue these efforts, both in developing mentors, and in widening student access to mentors. This includes those students in bridge programs that focus on the transition from undergraduate to graduate education. One major outcome of UMBC's work over the award period of the next two years will be a "lessons learned" pamphlet that they will make available to universities nationwide. For more about UMBC's ongoing efforts and this year's winning proposal, please see Appendix 3 of this booklet.

BEST COPY AVAILABLE

institutions have found that the recognition that comes from achieving this award is much more important than the financial prize. Indeed, for many institutions, the CGS/Peterson's award has brought focus to new and ongoing efforts to promote inclusiveness. Some have found it useful for enhancing on- and off-campus credibility, as well as for strengthening recruitment efforts. It is widely acknowledged as an award worth earning.

In a seminar at the 2001 CGS annual meeting, CGS/Peterson's award winners presented a "lessons learned" workshop to a standing-room-only crowd. At this point, it became clear that there is a demand for more information among the graduate school community about how to address issues of inclusiveness. Working with the CGS Committee on Minorities in Graduate Education, Debra Stewart determined a need to update the CGS booklets on the topic of inclusiveness in graduate education. Peterson's stepped in with funding for the project, which focuses on what may be transferable from the award-winning institutions and examines the challenges faced by all in the graduate community. Graduate deans often express the desire to strengthen inclusiveness efforts on their campus, but lack knowledge about "how to get there." These booklets aim to address the why's and how's of inclusiveness.

In this series, Book 1 will address the rationale for inclusiveness and the very real question that graduate deans may face: In light of all other challenges to graduate education, why should I focus on inclusiveness? Book 2 will take a close look at recruiting strategies that work—and some that don't. Entitled *Ensuring Success*, Book 3 will focus on retention. The aim of an inclusive graduate program is not just to hold on to students, but to create an environment in which they are successful, complete their degrees in a timely fashion, and add to the richness of the educational community specifically at their institutions, and in academia at large.

Throughout these publications we have quoted liberally from both the Inclusiveness Project Advisory Committee and other individuals from the award-winning institutions. What we have learned, through discussions with these scholars and leaders, is that inclusiveness is more than a bureaucratic exercise. It is a subject that stirs passion and creates great stores of resolve. Inclusiveness is a mandatory position for institutions that want to be prepared for what the United States is and becomes over the next ten to twenty years. "We will look back on this as the beginning of a movement, much like the Civil Rights movement," notes Roosevelt Johnson of the National Science Foundation. Inclusiveness has the feeling of a movement, and it may have some of the pain of a movement, as individuals with long-held beliefs are challenged to change. But with change will come the strength for universities to meet the future with success.

"Inclusiveness changes who we are; it makes the university look like society."

Jack Vitek
Interim Executive Vice President
Oklahoma State University

There is much to learn about inclusiveness and much to be done. But the rewards are great—for the students, the faculty members, the institution, and the country. With commitment and focus, graduate education can come to resemble the nation's diverse population—and deliver equal opportunity to all scholars.

WHAT IS INCLUSIVENESS . . . AND DIVERSITY?

For many years, graduate departments and programs have sought the best and brightest student populations. Most have also recognized the need to have a graduate population that reflects society as a whole. All of those interviewed have found that these distinct goals are not contradictory, but complementary. Bringing students of various cultural backgrounds together increases the quality of the overall academic experience.

"You're not doing anyone a favor by being inclusive; you are living up to the word UNIVERSITY and preparing yourself to have a future."

Joseph Brown, SJ
Director of Black American Studies
Southern Illinois University Carbondale

Recent research has supported the benefits of inclusiveness in education. Patricia Gurin, University of Michigan faculty member, concludes through her research that: "A racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting. In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education."

The terms *diversity* and *inclusiveness* are often used interchangeably, but their Latin etymologies invoke contradictory images. According to *Webster's English Dictionary*, diversity derives from *divertere*, to turn in

different directions, while inclusiveness derives from *includere*, to shut in. Diversity in the context of higher education refers to the broad range of different types of students, with different ethnic, cultural, and racial backgrounds. Diversity is a social fact in the United States, and all of the award-winners interviewed for this series share a commitment to enriching and enhancing diversity in their graduate programs. Such a commitment is crucial, but it is not enough. As these schools have demonstrated, successful inclusive graduate programs also have an active game-plan. Inclusiveness means not only opening the door to talented students from groups historically underrepresented in graduate education, but also providing those students with the support and resources to walk through the door. As important as its commitment to providing access to traditionally underrepresented students is a graduate program's ability to follow through on that commitment. Inclusiveness requires sensitivity to issues of access and fairness. In addition, it requires the labor-intensive practices of recruiting and retaining students, as well as ensuring that they graduate.

How do you know when you've arrived? When are the numbers right? At what point can graduate programs say that they have attained a "state" of inclusiveness? The answers to these questions are important and well worth articulating. But inclusiveness is not an end-state; it is an ongoing commitment. As Cristina González of the University of California–Davis says, "Diversity does not equal inclusiveness. Inclusiveness is more proactive; it's a never-ending effort." Too often, enhancing diversity in our graduate programs has come down to counting the number of enrolled students in traditionally underrepresented groups. Greater diversity means greater numbers. Inclusiveness means involving or embracing individuals within a larger entity or organization. In the context of higher education, inclusiveness means extending ourselves to individuals, inviting them to belong to our community of learners, and welcoming them to become a part of the whole graduate education enterprise. As Roosevelt Johnson of NSF states: "We need to help people understand the difference between inclusiveness and diversity. Inclusiveness carries so much more richness to it. It's not about counting people, it's about making people count."

Many institutions have achieved cultural diversity through a large influx of international students. But for the purposes of these books, inclusiveness in graduate education refers primarily to including underrepresented populations of domestic students. Vivian Vidoli of California State University–Fresno believes strongly that we need to think about what inclusiveness really means as it extends beyond student

populations and refers to an entire philosophy of education. She states: "Inclusiveness is actually related to our providing leaders who come from graduate, master's, and doctoral programs and who enter a work world that is very different than it used to be. The importance attributed to inclusiveness lies not just in the numbers that we bring in, but in how we prepare our graduates to work in a very different world. If all we are concerned about is the recruiting of a diverse student population and a diverse faculty population, we've missed the boat. Yes, those are key elements—because you don't want to exclude talented students. But an inclusive group means educating students in a certain manner so that when they graduate, they are leaders who can work effectively with members of all groups."

THE NUMBERS ARGUMENT

Ultimately, population trends and demographics will prove to be the wave that pushes all institutions toward greater diversity. Those that are prepared for those trends and who are working to embrace inclusiveness efforts now, rather than later, will be in the best position to succeed. Lawrence Martin of Stony Brook University summarizes the numbers argument for inclusiveness: "It's not going to be very long before half the American population that is coming out of undergraduate schools is going to be from traditionally underrepresented groups, and if we don't make it possible for them to succeed in graduate school, we potentially effectively reduce the potential pool by 50 percent and that's pretty dumb. . . . These people are going to be an important part of the workforce, an important part of the economy. We can have half the population in low-income jobs or we can have half the population educated to participate in an ideas-driven society and economy. It's not just the 'right thing to do.' Obviously, it's better for the economy overall, better for all of us overall, to promote inclusiveness."

According to the National Center for Education Statistics, the number of underrepresented minorities earning bachelor's degrees has been steadily increasing for the past twenty years (see table on page 8).

Through the success of federal programs that foster minority undergraduate education, especially in math and science, the potential pool of talent is deeper than it has been in many years. Yet with all of these individuals achieving bachelor's degrees, why are there not more people pursuing graduate education?

Notes Edith Rivera-Cancel, the Affirmative Action Officer for The Graduate School at CUNY, "Based on how CUNY utilizes regional and

Underrepresented Minorities Earning Bachelor's Degrees

1980–81	86,098*
1990–91	106,466
1995–96	156,424
1996–97	163,403
1997–98	171,963
1998–99	180,532
1999–2000	191,565

* Number of bachelor's degrees conferred by degree-granting institutions, including the following ethnic groups: African American, Hispanic, American Indian, and Alaskan Native. U.S. Department of Education. National Center for Education Statistics. *Digest of Education Statistics, 2001.* NCES 2001-034, by Thomas D. Snyder. Washington, D.C., 2001.

national availability data for recruiting, we have found that fewer women are available in 1994–95 (compared to 1988 data) in the social sciences and history combined. During the October 2001 ACE Conference: Educating All of One Nation: Affirming Diversity in the Twenty-first Century, ways to impact achievement gaps between traditional and non-traditional students was a 'hot topic' for ACE. The question is—Why do they stop or never get started? For some students, 'life' simply shows up while for others, tuition scholarships are not available."

Too often, departments and institutions buy into the argument that there are too few available candidates. "They say, 'no one is beating a path to my door. The one who has, has been snapped up,'" notes Lawrence Martin of Stony Brook. When he has told colleagues of the growing numbers of underrepresented students receiving bachelor's degrees in science each year, "they categorically refuse to believe it. 'If this were the case,' they say, 'the numbers wouldn't be a problem.' This certainly changes the nature of the argument." Deans should be prepared with information on the size of the cohort achieving bachelor's degrees each year. It's also important to know the percentage by specialty that comes from underrepresented groups. CGS/Peterson's winners are convinced that mastery of the data is critical to strategic planning for inclusiveness.

In the current economic environment, many of our winners believe that the pendulum seems to have swung back toward a time when funding was largely unavailable for underrepresented minorities. After an

aggressive period in which federal and state funds were earmarked specifically to recruit and retain minority students from the 1970s to 1990s, financial exigency and recent court decisions in some states have encouraged universities to reallocate those funds. In California, the regents of the University of California excluded race and gender as factors in admission. In Maryland, the Fourth Circuit Court of Appeals eliminated race-based scholarships. In Texas, the Hopwood decision in the Fifth Circuit Court of Appeals barred the use of race as a factor in admissions decisions. These and related decisions have serious implications for universities in other states. As a whole, the graduate community is faced with fewer dollars specifically directed to underrepresented minorities. Many institutions have had to rely primarily on federal funds, or a combination of federal and private funds, in order to pursue their inclusiveness goals.

WHY GRADUATE DEANS CARE ABOUT INCLUSIVENESS

> *"There is a centrality associated with a graduate dean's position that is important to making inclusiveness work. We are in a position to make a difference: to bring underrepresented students into graduate education and to prepare them for professional work in the community and in other universities."*
>
> Vivian Vidoli
> California State University–Fresno

Graduate deans and university administrators can and should be standard-bearers for inclusiveness not just in terms of student populations but in the faculty ranks as well. According to Cristina González of the University of California–Davis, "Graduate deans and graduate faculty educate the leaders of tomorrow. We have to start there. These are the people who are going to be making decisions." Roosevelt Johnson of the National Science Foundation agrees: "It's a business imperative. Graduate deans are facing issues of recruitment of American students. In order to recruit the best students you need to have the best environment to draw people. And that's why inclusiveness enhances that environment. You're going to have to be competitive with other institutions and one of the best

A PERSPECTIVE ON INCLUSIVENESS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

By Kweku Bentil
Dean, Graduate School
Indiana State University
Member—CGS Inclusiveness Committee

Diversity at an HBCU has a different meaning. Some graduate programs are predominantly white—and in these cases, their challenge is similar to other institutions—how to bring in a more diverse student population. In other graduate programs, the student population is predominantly black—and the challenge here is just the opposite of majority institutions; in this case, it's how to recruit and retain *white* students and faculty, as well as individuals from other underrepresented groups.

White students need to know about the availability of graduate programs at HBCUs and they need to know about the environment. When I was at Southern University, we produced a flyer called "Southern Exposure" to address this. We brought rising honors seniors to campus for a summer research experience, we housed them for four weeks in the dorms, and we made sure they met students and faculty. They were exposed to the program, the facilities, mentors, etc. They learned that this would be a great place for their graduate experience.

There is a perception among college administrators/faculty that HBCUs are different worlds—that the faculty members and administrators from HBCUs are not able to perform in majority institutions. This is both unfair

continued

ways to enhance that competitiveness from a business perspective is to have an inclusive and diverse faculty and student body."

The move toward inclusiveness in graduate education resonates beyond the university walls. Notes Al Carlozzi of Oklahoma State University, "The gains we make in inclusiveness in graduate education will extend to other higher education settings in which our graduates will serve as future faculty, to business, corporate, and government settings, and to other contexts in which our graduates work. The impact of our inclusiveness efforts extends far beyond what we're doing here."

Among university professionals, graduate deans are in a unique position of influence and visibility. Notes Vivian Vidoli, California State

BEST COPY AVAILABLE

and untrue. Many of those at HBCUs have degrees from the same institutions as those in majority institutions. They can bring much to the larger scale of graduate education.

At the University of Florida, I found that the administration was very successful at recruiting and retaining African-American faculty members. The provost formed a committee who would interview all candidates. When an African-American faculty candidate came for the interview, they met all of the African-American faculty members on campus at a reception. If they were religious, they were introduced to the black churches in the area. They were given information about services available in the community, the black barber or hairdresser, etc. Little things made a lot of difference. This provided a connection to the community. All went through the normal process including a presentation to the academic unit, but they also received this list of community services. Overall, we were exposing a potential candidate to the academic/campus community and to the community at large.

This approach works for students too. If an African-American student attends a campus 'in the middle of nowhere,' getting him or her linked to the local community is critical. The community may provide a support network that's oftentimes forgotten. We look at GREs and GPAs, but we need to help make the community connection as well. The student needs to know he or she is not alone. There are churches if religion is important, and there are community activities in which students can get involved. This helps both with recruitment and retention.

University–Fresno, "They are positioned in a university to make the case in the most persuasive way, in a way that is really tied to where the country is going. Graduate deans are extraordinarily well positioned to take the lead just because of the changing character of what it takes to succeed in America and around the world."

Graduate deans have an opportunity—and a responsibility—to be leaders in inclusiveness. Often the dean may consider him/herself to be powerless in relationship to the challenges that inclusiveness entails. This understates the power of their influence—and in some cases, the power of the purse strings. Because of the positive impact of a diverse student body on the institution, and ultimately on society at large, the graduate dean's role is pivotal. He or she can verbalize why inclusiveness should be an operating principle in all graduate programs and help program heads determine the best way to recruit and retain underrepresented minority students. Graduate deans can provide leadership and support for

BEST COPY AVAILABLE

the development of a more inclusive curriculum and encourage new ways to enhance scholarly and professional experiences. They can be agents who transform the nature of graduate education.

Moving Inclusiveness Up on the Agenda

In some cases, deans need to make the case for graduate education in the first place. Doug Boudinot, formerly of the University of Georgia, believes that "we may not have done a good job promoting graduate education in general in the United States." Many deans interviewed believe that it is especially important to take the message about the benefits and rewards of graduate education—the opportunities for research, career development, and personal growth—to underrepresented groups. Many of these students have never considered the path of graduate study—and some see graduate work as reserved for those in pursuit of law or medical degrees.

In terms of inclusiveness, the graduate dean can lead the charge that will ultimately change the face of the university. Sometimes this means creating more awareness of the inclusiveness issue throughout the institution. The dean can work to ensure that the effort for inclusiveness is a team effort, with the president, chancellor, and high-level administrators on board, understanding and believing that inclusiveness matters. As Roosevelt Johnson of the NSF says, "We keep coming back to the issue of leadership and what a dean can do. A dean can't do certain things in a vacuum, but a dean *can* become extraordinarily empowered when a president or chancellor is supportive of inclusiveness."

The dean is in a position to motivate, inspire, cajole, and recommend. Using logic, influence, and money, a graduate dean can help to move the university in the right direction. Successful deans construct programs that articulate themes of inclusiveness and find the money to support them. John Koropchak at Southern Illinois University Carbondale reports that his institution has a fabric of federal and state programs that supports underrepresented minorities in graduate education. SIUC extends the impact of these programs by linking funds from central administration to matching funds within departments. This helps the departments maintain momentum as they attract and retain scholars.

Gail Smith at the CUNY Graduate Center reports that in a similar manner her institution "combines federal, state, and private funding to underwrite five different diversity initiatives, ranging from undergraduate to postdoctoral levels. Such combined funding supplements departmental budgets in a matching arrangement that helps doctoral faculty to attract underrepresented minorities to their programs and to support continuing

students. These partnerships are very strong and reflect the view that the promotion of inclusiveness is an important institutional goal shared by committed faculty and administrators alike."

Inclusiveness requires resources—and these are not just financial. An effective inclusiveness effort at a university requires forward-looking people and a commitment to action. Joseph Brown of SIUC places the responsibility for building the team and finding the resources squarely on the shoulders of university leaders: "University administrators must have the will—and the resources—to support inclusiveness. They can either deposit resources in last decade's university or provide resources for next decade's university. You need more people to do the job. What you're asking to be done can't be done with fewer people."

According to Suzanne Ortega, University of Missouri–Columbia, the challenge for universities is to "move beyond the efforts of a single committed individual or small group and weave inclusiveness into the fabric of the way you do business."

WHY DOES INCLUSIVENESS MATTER?

Of paramount importance is the lesson learned from all of the award-winning institutions—in fact from any graduate program fostering inclusiveness: in an inclusive environment, everyone wins. Benefits accrue, for both majority and minority students, in the quality of the educational experience and in the care and treatment of graduate students overall.

CGS/Peterson's award winners, when asked why inclusiveness matters in graduate education, are consistent in their response. The following sections expand on these reasons for the importance of inclusiveness:

- Diversity enriches the academic environment
- Globalization is a fact of life and inclusiveness fosters success in the global community
- Inclusiveness brings positive curriculum changes
- Diversity provides new perspectives on research topics and methods
- These efforts set the agenda for the future
- Ensuring fairness and providing access for all are part of the democratic process

ANOTHER VIEW OF AN HBCU

By Orlando Taylor
Dean of Graduate Studies
Howard University

Notre Dame is a Catholic University, yet not all students who graduate are Catholic. In the same way, many HBCUs are not just graduating black students. We want diversity too—for the same reasons—we want a mixture of people, Hispanic, Native American, and white. We offer a positive learning experience because it is a multi-cultural learning experience. And, we produce multi-cultural Ph.D.'s and hook them up with institutions for faculty careers.

Some states are still trying to desegregate the old dual system of schools. For these HBCUs, dismantling the segregated system leads to a black/white discussion. But that's too narrow. At Howard, we offer no fellowships specifically targeted to white students. We recruit an inclusive student population. White students want to come for the same reason as others: to experience what we have to offer. They want a multi-cultural environment. One third of the Ph.D.'s we produced this year were white. I can't name a majority institution that would say one third of their Ph.D.'s are underrepresented minorities. We have a greater interest in recruiting Hispanic and Native American students than white students because we want our predominantly African-American student population to have an understanding of issues experienced by other underrepresented groups. And if we want more Hispanic students, we need to do what any institution must do— we need to know: do we have an environment hospitable to Hispanic students? Is our campus ready? Do we have student services, social events, people who speak the language? We have the same challenge in attracting Hispanic students as does a University of Maryland.

❖ Stimulating Academic Environment

Deans at institutions that have embraced inclusiveness have noted its positive effect on the academic environment. Many of those interviewed for this publication have commented on how inclusiveness "enlivens the learning environment for all students—minority and majority." Al Carlozzi of Oklahoma State University talks about "the expanded points of view" that come about in an inclusive classroom, one with multiple perspectives and varied personal histories. He believes that the opportunity for learning is two-way: "Faculty members are not immune to learning new things. We can learn from students as they learn from us and as they learn from each other. With varying cultures and life

BEST COPY AVAILABLE

histories, it's always a reciprocal exchange of experiences and perspectives. A higher education is all about expanding our perspectives to be inclusive of the perspectives of others. In this sense, inclusiveness is central to higher learning."

Adds Gail Smith of the CUNY Graduate Center, "Graduate faculty appreciate the intellectual process of rethinking and reexamining premises with their students. The more diverse the seminar, the greater the intellectual stimulation. In this way, learning is shared. Fruitful discussion emanating from more than one perspective, joined with a thoughtful sifting of the evidence, is the currency of graduate education."

Many speak of the reinvigorated scholarship that results from having talented individuals with diverse backgrounds cooperate in high-level study. The cultural backgrounds and life experiences of students contribute new and sometimes unexpected viewpoints in seminars and classes. Notes CUNY's Edith Rivera-Cancel: "Diversity is not solely based on race; diversity is cultural as well. We are culturally diverse at The Graduate Center. In an inclusive environment, all need to be culturally aware." The fact that forward-thinking universities provide such an environment, and encourage the contributions of all, is both intellectually stimulating and socially sound. It is clear that once scholars experience an inclusive environment, they are reluctant to return to anything less.

❖ **Globalization**

> *"This is the world we live in—multi-cultural, multi-racial. As educators we must include diversity in the educational experience. Otherwise, we are failing our students."*
>
> John Koropchak
> SIUC

In discussing inclusiveness, many of the deans comment on their responsibility to prepare students for a multi-cultural world. The need for such preparation extends beyond the academy, as more and more deans recognize that the global context of business and science education now demands a global perspective. Carol Lynch, Vice Chancellor for Research and Dean of the Graduate School at the University of Colorado at Boulder, goes further, adding, "The global context extends beyond science education. The social sciences, professional schools, and increasingly, the humanities need to be taught from a global perspective." Rather than merely study it, students in an inclusive graduate environment are also able to live the global experience and benefit from a broader perspective than they might have at a majority campus.

The desirability and competitiveness of U.S. graduate schools is renowned. "For every one American, nine from outside the United States apply to graduate school here," notes Stony Brook University's Lawrence Martin. Clearly, having a balanced international/domestic student population is one step in preparing students for the "real world, where people are working with a more diverse group." But another is preparing students for the reality of the future U.S. population, with its increasing numbers of minorities in the workforce. All must be prepared to live and work in a changing world. John Koropchak of SIUC comments: "The world is getting smaller. The economy and the environment are global issues. We must train a workforce that is prepared to participate effectively in a multi-cultural environment." Creating graduate education opportunities for all Americans, majority and minority, is a way to ensure a healthier U.S. economy. Adds Dr. Martin, "Society benefits. It makes sense to have a large, highly intelligent population prepared for skilled employment because of the increasingly diverse population in the United States. As the population balance shifts and a half of the working population will be underrepresented minorities, it's good for the nation, the tax base, and social security to have healthy household incomes. For purely selfish reasons, it's critical for the nation as a whole to embrace inclusiveness in graduate education."

❖ Curriculum Changes

> *"Inclusiveness means being open to new ideas, examining questions from different perspectives."*
>
> Vivian Vidoli
> California State University–Fresno

CGS/Peterson's award winners agree that inclusiveness, when practiced by a university, its faculty, and students, can lead to positive curriculum changes. Several point to literature departments as providing a prime example of such changes. As Gail Smith of CUNY comments: "We are not advocating throwing out the literary canon, but reexamining and adding to it. The classics that make up a canon can speak anew to each generation. That is what makes them classics. Students and faculty alike bring their own experiences to their reading. That is why a diverse faculty and a diverse student population enrich the conversation." She adds, "There is always more than one reading available of any given literary text. Let us embrace this reality rather than fear it. And, the reality is that commitment to an inclusive institution carries with it a broadening of the curriculum that takes such inclusiveness into account. How else do we accommodate multiple perspectives?"

There are many other instances of ways in which inclusiveness causes a professor or a student group to modify and improve the curriculum. "For example," suggests Dr. Vidoli, "considering cultural differences in the study of history, health, topics in education, ESL, etc., opens the door for new fields of knowledge. Rethinking the curriculum is important." Of increasing importance are health issues related to the specific problems and needs of women and various ethnic groups. In a University of Georgia class in graduate pharmacokinetics (the study of the time course of drug absorption, distribution, metabolism, and elimination), diversity in the classroom opened up discussions on racial and gender differences in drug disposition and metabolism. Some other examples of curriculum changes at award-winning institutions include:

- The introduction or expansion of post-Colonial studies programs
- Perspectives of women and minorities on engineering topics
- Minority perspectives in criminology. "If a student says 'I'd like to know why so many African Americans or Hispanics are incarcerated' this changes how the faculty looks at the subject." Vivian Vidoli, California State University–Fresno

At some institutions, the level of awareness about the scope and nature of the curriculum needs to be dramatically increased. In a previous position at another university, Joseph Brown (now at SIUC) was told that "Langston Hughes and Gwendolyn Brooks were not appropriate for a Twentieth-Century American Poetry class because they were 'black' poets." Though we assume that such summary dismissal of talented minority writers is rare, where it occurs, it speaks not just to the blindness of prejudice, but to academic hubris as well. Throughout the country, Dr. Brown suggests a need for a change in attitudes about the curriculum: "We have to have a variety of administrators and senior faculty who appreciate that the inclusiveness of each generation of students advances the cause of scholarship. Within the next fifteen years, one third of our population will be non-white. We shouldn't be asking *should* we change the curriculum, we should be asking *how fast* can we get up to speed?"

> *"If you don't have the diverse personnel, it's going to be almost impossible to design that inclusive curriculum that is going to educate our future leaders."*
>
> Carol Lynch
> University of Colorado

❖ **Impact on Research**

Approaches to research are also strengthened and enlivened when a diverse population participates. Lawrence Martin of Stony Brook University comments that students "of different backgrounds enrich the discussion and approaches to research. There is an immediate impact when the group studies together and does research together. In the classroom and in the lab, it's healthy." Vivian Vidoli of California State University–Fresno concurs, "Students bring individual cultures to graduate study. They may have a different way of looking at things, a different way of looking at questions, racially, culturally—it opens up people's minds." Adds John Koropchak of SIUC, "In research and problem solving, multiple experiences and backgrounds provide unique and better solutions, and lead to research on other kinds of problems."

Dr. Randall Tackett at the University of Georgia College of Pharmacy has done work looking at the causes of racial differences in the incidence of high blood pressure. Consider the Native American graduate student at SIUC who, after taking plant samples, plants new growth because it is a tradition of her tribe. She is able to conduct research and honor her heritage at the same time. Her fellow students may learn something about Native Americans—and the environment—as well. Research itself can be strengthened—topics improved or added—and different perspectives can lead to different findings. Notes David Ferguson of Stony Brook University, "As new parties come in, academics will change for everyone in healthy ways."

❖ **Agenda-Setting for the Future—Starting with Faculty Appointments**

What happens in graduate education ultimately sets the agenda for the country. David Ferguson maintains that "scientists and engineers become policy-makers; they ultimately influence national policy. As the inclusive graduate population moves from students to faculty to workforce leaders in government labs, they shape the technical policy for the country."

One of the biggest agenda items for the Inclusiveness Committee is the need for a culture shift in thinking about faculty from underrepresented groups. All agree passionately that universities nationwide must develop a more diverse faculty. Some wonder if the faculty will draw students or if students and an inclusive environment will draw faculty. In either case, a quantum leap in this area is imperative. The faculty must more fairly represent the U.S. population and give students of all types strong role models and mentors. "A majority of faculty that is white and male is not reflective of the society from which the students are drawn," notes Lawrence Martin of Stony Brook University. Joseph Brown of SIUC

recommends one success strategy for institutions that can't find black faculty members: engage the black faculty members in the search process. They will find other qualified black colleagues. The group is clear in its feeling that one's mentor does not have to look the same as the student—but the presence of a diverse set of mentors is a strong and positive signal to all students.

One of the issues that must be addressed in the movement toward faculty inclusiveness is recognizing the range of institutions from which talented faculty come. LaDelle Olion, Fayetteville State University, notes that HBCU's are sources of strong faculty—but recognizes that this strength is hobbled by institutional hierarchy or, as Lawrence Martin of Stony Brook refers to it, institutional snobbery: "At every level of the educational hierarchy, people look down on their colleagues. In a similar way, faculty at master's institutions hold degrees from the same institutions as the rest of us, yet they are sometimes not treated with the same respect. Faculty who have earned doctorates have come from the same schools, experienced the same educational setting, their graduate experience is comparable."

❖ Inclusiveness Is Democracy in Action

> *"For publicly supported institutions, it's part of the democratic process. Access to graduate success should be open to everyone."*
>
> Vivian Vidoli
> California State University–Fresno

Permeating all discussions of inclusiveness in graduate education is the understanding that inclusiveness is a moral obligation and an economic imperative. Those involved in this enterprise are passionate about it. As David Ferguson of Stony Brook University explains: "It involves issues of fairness, access, and developing the best talent where it exists . . . you find the greatest talent in all kinds of places." Vivian Vidoli, who has been active in inclusiveness efforts for more than fifteen years says, "We are short-sighted, if we carry the torch for education, not to do everything we can in this area." Several of the winners are land-grant institutions and see it as a mandate from their land-grant status to provide a "highly accessible quality education experience . . . and skills to change lives." Americans need to understand their differences and gain strength from their diversity. By opening wide the doors of the academy for people from all walks of life, the university becomes a place for the real communication that will change our nation.

"A highly accessible quality education should be available to all so they can develop skills to change lives."

Suzanne Ortega
University of Missouri–Columbia

Accountability Is Important

Several of the contributors to this project emphasize the need to measure and track results—and to make departments accountable for their actions in promoting inclusiveness. Notes Suzanne Ortega of the University of Missouri–Columbia, "We do not believe it is possible to have a high-quality program without diversity and inclusiveness. We are trying hard to develop a reward system that is consistent with this philosophy and commitment. So, along with data on publications and conference presentation rates for students, number of graduates, average time to degree, etc., our annual graduate program assessment also includes trends in recruitment, retention, etc., of a diverse student body."

SUMMARY: BENEFITS AND CHALLENGES OF INCLUSIVENESS

The benefits of having a graduate population that more closely mirrors the U.S. population are many. Already, we have examined the richness of the academic environment, the positive changes to the curriculum, the beneficial effects of new perspectives on research methods, the impact on future leadership both within and outside the academy, and the opportunity to prepare graduate students for the global economy. Students receive a more well-rounded, insightful experience; faculty report an increase in innovative thinking and learning styles; and the overall academic enterprise is enriched.

The challenges to inclusiveness are as follows:

1. **Lack of Understanding Among the Majority Population of the Benefits of This Effort**

   CGS/Peterson's award winners tell us that the only way to overcome this obstacle is with more communication about the benefits of inclusiveness. There is a need to focus on why institutions that mount an inclusiveness effort have graduates who are better prepared—for the academy and for the world. Notes Gail Smith of CUNY, "Today as always, we are looking for the

best and the brightest. The only difference is that today we are saying that the best and the brightest come in more than one color and gender, among faculty ranks *and* student populations. It seems to me this is the ruling idea of inclusiveness."

2. **Faculty Who Haven't "Bought Into" the Benefits of Inclusiveness**
   The winners report that resistance to inclusiveness is not a generational issue as much as reluctance on the part of some faculty to change. Inclusiveness is hard work for everyone who undertakes it. It means reassessing some long-held beliefs, being open to new ideas, and showing a willingness to learn as well as teach. But change is inevitable and faculty can either be proactive—or pushed. Joseph Brown of SIUC posits, "We need to train people who can teach in an increasingly non-white academic world." No doubt, successful moves toward an inclusive faculty on campus will change faculty minds faster than anything else.

3. **Lack of Funding**
   Our winners recognize that there will never be enough money to accomplish all of the agenda items on a dean's list. Funding for inclusiveness in particular may cause some concerns because of recent court decisions in some states. However, federal, state, and private funds continue to be available and have been used effectively to recruit and retain quality students from underrepresented groups.

4. **Concerns About the Methods of Selection**
   The CGS/Peterson's winners all support searching for the best and brightest students. No one interviewed for this project is interested in accepting unqualified students into graduate programs. The focus of inclusiveness efforts on successful campuses is finding high-potential students early, overcoming any cultural biases they might have against graduate education, and making sure they are prepared to perform well and succeed in graduate school and beyond.

5. **Complaints About a Lack of a Qualified Pool of Students**
   Our award-winning deans note that through many undergraduate support programs, an increasing number of qualified minority students are available for post-baccalaureate work. Inclusiveness efforts must recognize that graduate school often competes with cultural, financial, and social alternatives for these students.

Hurdles like the first generation issue, lack of familial support for advanced education, preparedness—all must be overcome, often on an individual basis. Qualified students are available—and savvy institutions are adding to the pool by identifying students early and cultivating them for future high-level academic work.

6. **Lack of an Opportunity to Attract Students Because of the Geographical Undesirability of a Campus**
   The winners concurred that there is no easy "one size fits all" answer for this. Some of our experts suggest building on the cultural and social fabric of the nearby community. Others suggest recruiting underrepresented students in cohorts to avoid the "only one" syndrome on campus. Simple measures like openness, friendliness, and personal interest can help attract and retain students. And if all else fails, there is the power of the purse: if an offer is attractive enough, your institution may be able to compete effectively with others with more well-established programs.

7. **Lack of a Diverse Faculty**
   The winning programs all recognized that faculty diversity is crucial to success. Addressed throughout these booklets, this is one that must be solved on each campus. Inclusiveness means faculty *and* students—and recruiting and retention issues are often the same.

"Ultimately, to have success in this endeavor, you need to institutionalize inclusiveness. It must not rely on the charisma of individuals."

Joseph Brown
SIUC

INCLUSIVENESS—A CHECKLIST

- ❑ Commit to a plan.
- ❑ Secure buy-in from administration, department heads, faculty, and staff.
- ❑ Verbalize the commitment to inclusiveness at every opportunity.
- ❑ Place money and human resources support behind this effort.
- ❑ Recruit aggressively—both students and faculty.
- ❑ Build an environment that ensures success.
- ❑ Learn from mistakes.
- ❑ Celebrate victories and share successes.
- ❑ Recognize the societal impact of your efforts.
- ❑ Be impatient to embrace change.

APPENDIXES

APPENDIX 1

Additional Contributors

Joseph Brown, SJ, Director of Black American Studies, Southern Illinois University Carbondale

David Ferguson, Distinguished Service Professor, Chair of the Department of Technology and Society, Stony Brook University

Edith Rivera-Cancel, Affirmative Action Officer, The Graduate School, City University of New York

Randall Tackett, Professor and Graduate Coordinator, Clinical and Administrative Pharmacy Department, College of Pharmacy, University of Georgia

Orlando Taylor, Dean of Graduate Studies, Howard University

Jack Vitek, Interim Executive Vice President, Oklahoma State University

Works Cited

Gurin, Patricia. Expert Report excerpted from *The Compelling Need for Diversity*. Ann Arbor: the Regents of The University of Michigan, 1999.

U.S. Department of Education. National Center for Education Statistics. *Digest of Education Statistics*, 2001. NCES 2001-034, by Thomas D. Snyder. Washington, D.C., 2001.

APPENDIX 2

Selected Inclusiveness Programs

Alliances for Graduate Education and the Professoriate (AGEP)

Contact:
Dr. Roosevelt Y. Johnson
Program Director
Division of Human Resource Development
National Science Foundation
4201 Wilson Boulevard, Suite 815
Arlington, Virginia 22230
Phone: 703-292-4669
ryjohnson@nsf.gov
http://www.ehr.nsf.gov/EHR/HRD/agep.asp

Ford Foundation Predoctoral Fellowships for Minorities

Margaret Petrochenkov
Fellowship Office, GR 346A
National Research Council of the National Academies
550 Fifth Street, NW
Washington, DC 20001
Phone: 202-334-2872
NationalAcademies@NAS
http://national-academies.org/fellowships

Ford Foundation Dissertation Fellowships For Minorities

Margaret Petrochenkov
Fellowship Office, GR 346A
National Research Council
500 Fifth Street, NW
Washington, DC 20001
Phone: 202-334-2872
NationalAcademies@NAS
http://national-academies.org/fellowships

Gates Millennium Scholars (GMS) Program

Gates Millennium Scholars
P.O. Box 10500
Fairfax, Virginia 22031-8044
Phone: 877-690-4677 (toll-free)
http://www.gmsp.org/main.cfm

The Louis Stokes Alliances for Minority Participation (LSAMP) Program

Contact:
Dr. A. James Hicks
LSAMP Program Director
Division of Human Resource Development
National Science Foundation
4201 Wilson Boulevard, Suite 815
Arlington, Virginia 22230
Phone: 703-292-4668
ahicks@nsf.gov
http://www.ehr.nsf.gov/ehr/hrd/amp.asp

Mellon Minority Undergraduate Fellowship (MMUF) Program

Contact:
Lydia L. English
Program Officer
The Andrew W. Mellon Foundation
140 East 62nd Street
New York, New York 10021
Phone: 212-838-8400
http://www.mmuf.org/

Ronald E. McNair Postbaccalaureate Achievement Program

Linda Byrd-Johnson
Office of Federal TRIO Programs
Higher Education Programs
Office of Postsecondary Education
U.S. Department of Education
1990 K Street, NW, Suite 7000
Washington, DC 20202-8510
Phone: 202-502-7600
Fax: 202-502-7857
or 202-219-7074
OPE_TRIO@ed.gov

SREB (Southern Regional Educational Board) Doctoral Scholars Program

Contact:
Ansley Abraham
Director
Southern Regional Education Board
592 10th St. N.W.
Atlanta, Georgia 30318
Phone: 404-875-9211, Ext. 273
doctoral.scholars@sreb.org

APPENDIX 3

Submission of 2002 CGS/Peterson's Award Winner

September 3, 2002

Council of Graduate Schools
One Dupont Circle, NW, Suite 430
Washington, DC 20036-1173

Dear Members of the Selection Committee:

The University of Maryland, Baltimore County (UMBC) is recognized nationally as a leader in producing diverse undergraduates who are well prepared for graduate school and the workforce. Our success has been achieved through a **comprehensive approach** to promoting inclusiveness, most notably through our Meyerhoff Scholars Program. We have received recognition in such places as NBC's *Today Show*,[1] *The New York Times*,[2,3] *The Chronicle of Higher Education*[4] and *University Business*.[5] This month *Newsweek*[6] named us one of 12 "hot" universities. In 1996, the campus was among the first institutions in the country to receive the White House Award for Excellence in Science, Mathematics, and Engineering Mentoring. Six years ago we developed a graduate program within biomedical science and engineering that was modeled after the Meyerhoff approach through a grant from the National Institutes of Health's National Institute of General Medical Sciences. This initiative has proven to be highly successful and has attracted excellent applicants. In addition, our results demonstrate clearly that this **comprehensive approach is successful at the graduate level as well**. UMBC recently formed the organization Women in Science and Engineering (WISE), and one of the focus areas of WISE is increasing the participation of women in science and engineering degree programs. We are in the process of institutionalizing these best practices across the spectrum of our graduate programs in UMBC's "Diversifying On Campus

---

[1] NBC "Today Show," August 12, 2002, http://www.msnbc.com/news/793135.asp

[2] Staples, B., "Preaching the Gospel of Academic Excellence," *The New York Times*, June 5, 2000.

[3] Schemo, D.J., "U. of Maryland Branch Is Beacon for Minorities in Math and Science," *The New York Times*, Oct. 14, 2000.

[4] Kellogg, A.P. "A University Beats the Odds to Produce Black Ph.D.'s in Math," *The Chronicle of Higher Education*, Feb. 15, 2001.

[5] Collins, W., "The Gospel According to Freeman Hrabowski," *University Business*, December 2000/January 2001.

[6] Kaplan/*Newsweek* 2003 "How to Get Into College" guide, August 26, 2002.

Scholars" (UMBC DOCS) initiative. At UMBC "increasing diversity" means increasing the numbers of minorities, domestic students in general, and women in those programs where they are underrepresented. We received notice from the National Science Foundation that our proposal to the Alliances for Graduate Education and the Professoriate (AGEP) has been recommended for award. UMBC is the lead institution for the alliance of the three public research universities in Maryland that has a goal of increasing the number of minorities completing doctoral degrees.

The underlying component of all of these efforts is effective mentoring. Support from the CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community would be used to create an atmosphere across all of our graduate programs where faculty and students understand and practice effective mentoring, and to prepare a best practices booklet on the comprehensive approach for other universities. In *Leaving the Ivory Tower,*[7] Lovitts argues that it is the social and academic environment that is primarily to blame for 50% of those who begin PhD degrees dropping out. She further argues that the impact is far greater on underrepresented groups. Making the social and academic environment better for all students has a dramatic impact on persistence and success of minorities and women. Our goal is not merely to attract a diverse graduate student body but to retain and graduate them with an advanced degree.

UMBC's Commitment to Diversity and Inclusiveness in Graduate Education

The Meyerhoff Scholars Program, a flagship of more than ten programs targeted at strengthening the presence of underrepresented minorities at UMBC, is now in its thirteenth year with over 500 current students and graduates. The program is designed to increase the number of minority students who enter and complete undergraduate and, ultimately, graduate or professional programs in science, technology, engineering and mathematics (STEM) fields. The program is now open to all U.S. citizens/permanent residents, including non-minorities who are interested in issues of diversity and under-represented populations in science. Meyerhoff Scholars receive full four-year scholarships to UMBC and special academic support, including advisement, tutoring and study groups. They participate in such activities as lectures, field trips to federal laboratories and science organizations, and research internships in the summer that familiarize the students with career opportunities in science and technology. Unique features of the program include interactions with faculty members both on-campus and throughout the nation who work with the Scholars on research projects, as well as students' interactions with practicing minority scientists and engineers who

---

[7] Lovitts, B., *Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study*, Rowman and Littlefield, 2002.

serve as mentors. Although bright minority students may succeed academically at other universities, the comprehensive support system provided at UMBC greatly enhances the students' chance of succeeding, specifically in STEM fields. Thus, 95% of the Meyerhoff Scholars graduate with STEM degrees, and 88% go on to graduate or professional studies in STEM fields. For comparison, among the students who were offered Meyerhoff fellowships at UMBC but chose to go elsewhere, only 46% graduated with STEM degrees and only 36% chose to attend graduate school in STEM fields.[8] The collective grade point average of the 207 currently enrolled students is 3.52/4.0. More importantly, 149 of the 295 students that have graduated from the program are currently enrolled in graduate programs; 105 have completed their graduate programs.

The Meyerhoff Graduate Fellows Program was modeled after the highly successful undergraduate minority training programs at UMBC and is focused on biomedical science and engineering. There are currently 6 participating departments (Biology, Chemistry and Biochemistry, Psychology, Chemical and Biochemical Engineering, Computer Science and Electrical Engineering, and Mechanical Engineering). From 1996 to 2002 the number of Meyerhoff Graduate Fellows has increased dramatically from 2 to 31 (which represents just under half of our minority PhD students). The program's first Ph.D. degree was awarded in December of 2001. The Meyerhoff Graduate Fellows Program is integrated with UMBC's Meyerhoff Scholars program, as well as the NIH Minority Access to Research Careers and Undergraduate Student Training in Academic Research (MARC U*STAR) program that supports minority juniors and seniors interested in biomedical research at the undergraduate level. They have combined advisory committees, combined summer research programs, combined minority seminar series, shared graduate and professional school advising, and combined off campus enrichment activities.

Finally, UMBC received a grant from the University System of Maryland to begin adapting our innovative graduate training activities in biomedical sciences to our graduate programs in the physical sciences, engineering, human services, policy sciences and the humanities. In addition, the Graduate School has allocated funds internally to support this initiative. This grant supported our *Graduate Horizons* program (a campus visitation program that brings students from around the country to UMBC to learn about graduate opportunities) and *Summer Horizons* (targeted at summer students at federal agencies and in undergraduate research programs at UMBC). The AGEP award that we are expecting from NSF will support the programmatic activities of our UMBC DOCS initiative in the science and engineering programs. We have made a substantial investment of institutional resources, both financially and in personnel, to achieve the same success in our graduate programs that we have at

---

[8] Maton, K.I., Hrabowski, F.A. III, and Schmitt, C.A., "African-American college students excelling in the sciences: College and post-college outcomes in the Meyerhoff Scholars Program." *Journal of Res. in Sci. Teaching*, vol. 37, pp.629-654, 2000.

the undergraduate level. The administration, from the president and provost to the deans and department chairs, is committed to providing leadership and resources to ensure this success. **This support is quite real and builds from the national recognition received from our undergraduate efforts and the genuine desire to achieve this level of success at the graduate level.** Our faculty members are enthusiastic in their support of these goals, as demonstrated by their active participation in Graduate Horizons and a planning retreat focused on increasing diversity in the graduate programs at UMBC. At that retreat we committed to implementing a comprehensive plan that consists of components described below that have produced results at UMBC and at other campuses across the nation.

Institutional Changes in Progress

The overall goal of our UMBC DOCS initiative is to increase the diversity of the doctoral students at UMBC. To achieve this goal, we are focusing on the following specific and measurable objectives: (a) **recruitment**—increasing the numbers and quality of applicants (GPA, undergraduate research experience); (b) **retention**—increasing the rate of successful completion of the PhD degree; (c) **academic performance**—providing support mechanisms to improve coursework performance; (d) **research performance** – providing appropriate infrastructure and research opportunities to enhance research productivity (including publications and presentations); and (e) **post-graduate support**—including arranging contacts with potential post-doctoral mentors and employers. These are the components of the comprehensive approach to inclusiveness that have proven to be effective in our Graduate Meyerhoff program.

Our recruitment program is designed to demonstrate an atmosphere of creative nurturing during the initial contacts, followed by continual faculty interest in the student and the student's development towards becoming a colleague. The success of our undergraduate programs has created an atmosphere where prospective students are receptive to our message of inclusiveness at the graduate level. UMBC is in the process of institutionalizing the following strategies for recruitment of graduate students with resources provided by the Graduate School:

- Enhancing the UMBC web page coverage of graduate opportunities. Feature stories highlighting effective graduate student / faculty mentoring relationships will rotate on a periodic basis.
- Inviting undergraduates from targeted universities (those that have diverse student populations in the areas where UMBC has graduate programs) to participate in focused visitation weekends on campus (Graduate Horizons). Students will visit the campus for two to three days to talk with faculty and students and become acquainted with the UMBC experience and the greater Baltimore area. The prospective students will

be provided travel and accommodations at a hotel close to campus. These visits may be held in conjunction with some of the UMBC research symposia.

- Inviting undergraduates at these targeted institutions to participate in summer research programs on campus. Currently we have seven active programs and are submitting proposals for support for two additional programs.
- Sending UMBC faculty members to visit targeted campuses to give research seminars and actively promote our graduate programs. They will meet with interested students and faculty, and distribute materials describing our programs and our emphasis on providing an environment where graduate students can be successful. In addition we will send posters and graduate program information to targeted colleges and universities. The faculty of those institutions will be invited to recommend their well-prepared students to consider applying to UMBC for graduate study.
- Sending UMBC faculty members to undergraduate research conferences and other conferences that have a focus on diverse student populations.
- Encouraging the more senior graduate students to return to their undergraduate institutions to give seminars and help promote our programs, as well as encouraging our Meyerhoff undergraduates to discuss the supportive climate at UMBC with talented colleagues at other universities around the nation.

After the student has been admitted to a graduate program, she/he will participate in the following components designed to fully integrate them into the graduate population and provide the stimulation, acceptance and support necessary to become a creative scholar. Each of these components has proven to be an essential part of the current Graduate Meyerhoff program. Expanding these beyond the biomedical sciences areas is in progress.

- The first component is a ten-week **summer bridge** component to help students make a successful transition from undergraduate to graduate school. The summer bridge strives to initiate a sense of discipline and commitment among scholars who are dedicated to the achievement of excellence in graduate school. The participants "bond" with each other during the ten-week program as they participate in research projects, discussion groups, and the summer bridge graduate research symposium, forming the nucleus of each other's support system that will last throughout graduate school.
- During the academic year, **monthly discussion groups** are held to develop and strengthen the social support mechanism and enhance

communication skills. At each meeting, one student is responsible for giving an oral presentation that focuses on his/her doctoral research. These sessions help build confidence in speaking before groups of people, while providing constructive criticism from peers and mentors in a non-threatening environment.

- Graduate students are strongly encouraged to **participate** in one local or national **scientific meeting** per year. Support is available to help defray travel expenses where needed.
- The **Counseling Center** on campus offers individual, confidential counseling to all of graduate students at UMBC.

The students are expected to fully participate in their discipline specific activities with other members of their academic area throughout their time in graduate school. All of our students will be counseled in the possible avenues of research and employment upon completion of the PhD degree. All graduate students will understand the possibilities in academic research, teaching, postdoctoral positions, corporate or government employment or other areas that the graduate can move towards after the degree. We have confidence that our graduates will achieve excellence in post-doctoral work or employment.

We are developing partnerships with other universities that share our commitment to inclusiveness. We have signed a memorandum of understanding with Howard University to give their Preparing Future Faculty students an opportunity to gain faculty experience at UMBC. The PFF Faculty Fellows are paired with a UMBC faculty mentor in their discipline. UMBC and SUNY Stony Brook are engaged in discussions at the faculty, administrative and student levels through visits to each other's campuses and an exchange of ideas. Through the AGEP grant we will work in partnership with the University of Maryland, College Park and University of Maryland, Baltimore to achieve more together than can be accomplished by individual efforts. Ultimately through these partnerships we seek to create a network of universities where students will receive the proper level of mentoring and support so that they can excel to their true potential.

Proposed Institutional Changes: Focus on Mentoring Graduate Students

During the past year we have begun a campus dialog on effective mentoring of graduate students. As mentioned previously, the graduate program directors came together at a retreat held during the summer of 2001 to discuss strategies for increasing the diversity of our graduate programs. One of the featured speakers, Dr. Michael Summers, professor of biochemistry, Howard Hughes Medical Institute investigator, and director of the Meyerhoff Graduate Program, has also been recognized with a Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM). During the university-

wide retreat held 2 months later the dialog was expanded to include graduate students, department chairs and other faculty. Throughout the year the administration and faculty exchanged and discussed articles from higher education publications and research journals on mentoring graduate students, especially underrepresented minorities. The Dean and Associate Dean of the Graduate School initiated discussions with individual departments focusing both on research findings and anecdotal evidence of what works. One of the main benefits was to start an honest dialog that addressed some of the underlying negative stereotypes and assumptions that still exist. The Graduate Student Success Seminar Series featured a seminar on the topic of effective mentoring that featured a round table discussion between faculty and students.

We are requesting support from the CGS/Peterson's Award to expand this focus on mentoring more broadly and more systematically. Specifically, through the financial support, and more importantly, the prestige of the award, we plan to undertake the following activities:

1. **Creating more purposeful and effective mentors**—by having discussions in departments focusing on both what the research tells us and on real issues faced by students and faculty in that department; by making mentoring a major portion of the new faculty orientation; by holding seminars on campus featuring speakers who are recognized for their effective mentoring of graduate students (such as PAESMEM awardees from other campuses and UMBC faculty who have received recognition through University System of Maryland Regents Awards); by creating a peer mentoring program for faculty to support and reinforce best practices; and, by creating faculty-to-faculty partnerships with faculty mentors from undergraduate institutions that have a reputation for having supportive environments.

2. **Mentoring current students**—by promoting a positive mentoring relationship with the research advisor; through interactions with other faculty in the department; through peer mentoring by more senior graduate students; through the monthly discussion groups and seminars mentioned previously; and, by instilling a sense of responsibility upon all administrators and offices on the campus that they are responsible for student success.

3. **Mentoring to bridge the transitions**—from undergraduate to graduate school through bridge programs that may include partnerships with faculty mentors from the student's undergraduate institution; through degree milestones by making sure all students understand what is expected of them and have the tools to navigate the system; and, from graduate school to post doctoral work or employment by helping to build extended personal and professional networks.

4. **Mentoring potential students**—through summer undergraduate research programs; through our Graduate Horizons and Summer Horizons programs; and, through faculty visits to conferences and other universities.

5. **Preparing a "lessons learned" booklet for other universities**—by compiling what we've learned through our experiences and longitudinal research studies on the comprehensive approach to creating and sustaining an inclusive environment that attracts diverse students to our campus and fosters their ability to excel academically. We will include a special section on our lessons learned during the two-year extensive focus on effective mentoring.

This set of initiatives will complement and enhance the current set of activities already under way. Success will depend on the commitment of the faculty. At UMBC we have individuals who have already demonstrated the efficacy of this approach, but more importantly, we have many others who are poised to make it happen. Dedicated faculty, more than dollars, are the key ingredient here. Therefore our documented approach can serve as a model for other universities to adapt and adopt.

Evaluation and Outcomes

UMBC has extensive experience in evaluating the Meyerhoff Scholars and Graduate Meyerhoff programs. The method of evaluation of the proposed initiatives will follow the model established for these precursor programs. Currently approximately ten percent of the graduate student body at UMBC is comprised of individuals from underrepresented minority groups, and around half are women. However the distribution across disciplinary programs and across masters and doctoral programs is very uneven. We will track the progress in improving diversity in our applications, admission, enrollment, and graduates. In particular we will measure change in retention rates and time to degree. We will analyze the impact at each stage to determine which strategies work best.

Performance of our graduate students, on both short-term and long-term outcomes, GPA, number of credits, completion of program milestones, publications, conference presentations, time to completion of the PhD, after graduation placement, will be assessed on a yearly and multi-yearly basis. These will be compared with evaluation results of other programs such as the National Science Foundation Graduate Research Fellowship Program. We will establish metrics of faculty participation that include the quality and quantity of the mentoring activity.

Our results will be complied into a publication that describes our comprehensive approach to inclusiveness at both the undergraduate and graduate level with a focus on impacting the environment through effective mentoring. The publication will be available free of charge through the Web or for modest cost in hard copy. Interim progress will be presented in annual written reports to CGS and a "Lessons Learned" panel at the CGS Annual Meeting. In addition we will report our results in journal articles and presentations at conferences.

Budget for Proposed Institutional Changes

Budget for Proposed Institutional Changes

	CGS/Peterson's Award	UMBC
Year 1		
Creating effective mentors (seminars with external speakers)	0	2,300
Mentoring current students (peer mentoring stipends)	0	1,000
Mentoring to bridge the transitions (bringing undergraduate institution faculty to UMBC for seminars and collaborative research)	0	1,000
Mentoring potential students (faculty conference travel)	0	700
Preparation of lessons learned booklet	2,500	0
Evaluation and dissemination	2,500	0
Year 2		
Creating effective mentors	0	2,300
Mentoring current students	0	1,000
Mentoring to bridge the transitions	0	1,000
Mentoring potential students	0	700
Preparation of lessons learned booklet	2,500	0
Evaluation and dissemination	2,500	0
TOTAL	$10,000	$10,000

Sustaining the Proposed Initiatives

The administration and faculty have made a long-term commitment to increasing the diversity of our graduate programs. Universities around the country are studying our approach that has been so successful at the undergraduate level. We have demonstrated that our comprehensive approach is effective at the graduate level. We are exploring funding opportunities from Federal and private foundation sources. We fully understand what is required for success across the spectrum of our graduate programs, and are prepared, over time, to make the investment in financial resources and personnel. Recognition and support from CGS/Peterson's will further UMBC in its quest to be nationally distinguished as a leading diverse and inclusive research university, enhancing our ability to attract talented underrepresented students to campus.

Sincerely,

Scott A. Bass, Ph.D.
Dean of the Graduate School
and Vice Provost for Research
and Planning

Janet C. Rutledge, Ph.D.
Associate Dean of the
Graduate School

Council of Graduate Schools

One Dupont Circle, NW * Suite 430 * Washington, DC 20036-1173
Phone (202) 223-3791 * Fax (202) 331-7157 * www.cgsnet.org

This publication was made possible with support from Peterson's, part of The Thomson Corporation.

BEST COPY AVAILABLE

ISBN 0-9702680-2-5

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").